**BARRIER BOOKS… Phases and Checklist**

Phase 1: Becoming and Expert

**You are going to research a specific barrier, of your choice, using a variety of sources in the LMC or beyond. Research will be submitted on the graphic organizer provided. This will be worth a separate 200 points.**

**You may choose from the following topics we have been studying in class…**

 *Death of a loved one (including that of a pet)*

 *Different culture, nationality, language, or religion*

 *Children with prolonged illness (leukemia, cancer, sickle cell anemia, etc.)*

 *Child abuse (physical, sexual, emotional, verbal, and mental)*

 *Special Education/Gifted*

 *Barriers facing individual, families, society (eating disorders, substance abuse, depression, divorce, etc.)*

 *Physical issues (wearing hearing aids, being wheelchair bound, etc.)*

Phase 2: Becoming an Author

**You are going to write a book suitable for publication about an aspect of special education or any barrier to learning. Your audience will be elementary school-aged children.**

**You should write your book keeping three goals in mind.**

 *To tell a story of what the person’s life is like dealing with special education and/or barrier issues*

 *To demonstrate how the person effectively deals with / overcomes the issue*

 *To provide information about the area of special education or the barrier*

Remember, good teachers/authors always keep the end in mind!

**Check out these guidelines for your Barrier Books. Think about…**

 *Your book must include illustrations that are appropriate for the content and age level of the audience. The art may be original, computer-generated, or photographed.*

 *The script should be non-sexist and non-racist; be sensitive in your composition choices.*

 *The vocabulary and sentence structure must meet the age level of the intended audience. The font should also be appropriate in size for the audience.*

 *The book format may be pop-up, three-dimensional, or sensory-appealing book design (different textures to touch, scratch and sniff, etc.)*

Phase 3: Becoming a Storyteller

**You are going to share your book to the class as well to elementary school-aged children. You will need to:**

 *Keep your audience’s attention*

 *Read while looking out to your audience as well as showing the book to them.*

 *Read with inflection and excitement, changing voices for specific characters.*

 *Question audience after for understanding of topic, plot, setting, theme, etc…*

PHASE 2 AND 3 WILL BE GRADED WITH THE RUBRIC PROVIDED AND WILL BE WORTH 400 POINTS!

TOTAL POINTS FOR ENTIRE PROJECT IS 600 POINTS!

**BARRIER BOOKS CHECKLIST…**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Barrier/Topic Covered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | Completed? | Written evidence: Prove how you did this… |
| **Book Cover…**  *(title; attractive; attention-getting; appropriate for book’s content, Author’s name, Illustrator’s name)* |  |  |
| **Book Construction…**  *(sturdy construction; assembled in a way to make book easy to read)or Mixbook* |  |  |
| **Artwork…**  *(visually appealing; appropriate for script; adequate in amount)* |  |  |
| **Story…**  *(clear plot; effective characters; adequate in action and transitions; barrier is evident and appropriate)* |  |  |
| **Mechanics…**  *(proper grammar, punctuation, spelling, etc.)* |  |  |
| **Age-Appropriateness…**  *(age-appropriate diction, plot, topic, message)* |  |  |
| **Theme…**  *(evident message; inspirational; informative – evidence of you synthesizing researched information)* |  |  |
| **Creativity…**  *(original thematic idea, original art, rhetorical strategies incorporated)* |  |  |
| **Neatness…**  *(writing neatly handwritten or printed, pictures glued nicely, not taped, pages aren’t bleeding through, overall most impressive)* |  |  |
| **Note to Parents…**  *(written with information addressing the barrier as well as your MLA* ***citations*** *listed as “For further information:”*  *\*Dedication is optional\** |  |  |